

ST STEPHEN MIDDLE

225 Carolina Avenue
St. Stephen, SC 29479

GRADES 6-8 Middle School

ENROLLMENT 299 Students

PRINCIPAL Cleve Hawkins 843-567-3128

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-899-8602

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	28	13

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

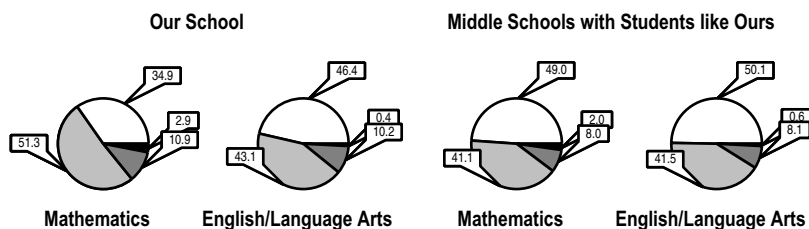
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Good	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
	Advanced Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient Well prepared to work at next grade level; met expectations
	Basic Met standards; minimally prepared, can go to next grade level
	Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	23	83	53
Percent satisfied with learning environment	68.2%	48.8%	64.2%
Percent satisfied with social and physical environment	68.2%	58.8%	55.8%
Percent satisfied with home-school relations	60.9%	79.7%	50.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	292	99.7	46.4	43.1	10.2	0.4	10.6	17.6
Gender								
Male	145	99.3	55.2	38.1	6.0	0.7	6.7	17.6
Female	147	100.0	37.9	47.9	14.3	N/A	14.3	17.6
Racial/Ethnic Group								
White	42	100.0	30.0	55.0	12.5	2.5	15.0	17.6
African-American	246	99.6	49.6	40.9	9.6	N/A	9.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	253	100.0	41.2	47.1	11.3	0.4	11.8	17.6
Disabled	39	97.4	80.6	16.7	2.8	N/A	2.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	292	99.7	46.4	43.1	10.2	0.4	10.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	292	99.7	46.4	43.1	10.2	0.4	10.6	17.6
Socio-Economic Status								
Subsidized meals	259	99.6	48.3	42.6	9.1	N/A	9.1	17.6
Full-pay meals	32	100.0	31.3	46.9	18.8	3.1	21.9	17.6

Mathematics								
All students	292	100.0	34.9	51.3	10.9	2.9	13.8	15.5
Gender								
Male	145	100.0	32.6	53.3	9.6	4.4	14.1	15.5
Female	147	100.0	37.1	49.3	12.1	1.4	13.6	15.5
Racial/Ethnic Group								
White	42	100.0	17.5	57.5	15.0	10.0	25.0	15.5
African-American	246	100.0	37.7	50.2	10.4	1.7	12.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	253	100.0	30.7	54.6	11.3	3.4	14.7	15.5
Disabled	39	100.0	62.2	29.7	8.1	N/A	8.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	292	100.0	34.9	51.3	10.9	2.9	13.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	292	100.0	34.9	51.3	10.9	2.9	13.8	15.5
Socio-Economic Status								
Subsidized meals	259	100.0	37.4	49.0	11.1	2.5	13.6	15.5
Full-pay meals	32	100.0	15.6	68.8	9.4	6.3	15.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	86	N/A	39.5	36.0	23.3	1.2	24.4
	Grade 7	85	N/A	31.8	61.2	7.1	N/A	7.1
	Grade 8	112	N/A	43.8	45.5	8.0	2.7	10.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	111	99.1	50.5	39.0	10.5	N/A	10.5
	Grade 7	92	100.0	54.1	36.5	8.2	1.2	9.4
	Grade 8	89	100.0	33.3	54.8	11.9	N/A	11.9

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	86	N/A	29.1	57.0	11.6	2.3	14.0
	Grade 7	85	N/A	52.9	35.3	10.6	1.2	11.8
	Grade 8	112	N/A	52.7	41.1	5.4	0.9	6.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	111	100.0	27.4	51.9	16.0	4.7	20.8
	Grade 7	92	100.0	37.6	47.1	11.8	3.5	15.3
	Grade 8	89	100.0	41.7	54.8	3.6	N/A	3.6

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 299)				
Students enrolled in high school credit courses (grades 7 & 8)	25.3%	Down from 28.4%	7.2%	14.4%
Retention rate	2.6%	Up from 2.4%	3.8%	2.3%
Attendance rate	96.7%	Up from 96.5%	94.7%	95.2%
Eligible for gifted and talented	3.9%	Up from 3.4%	5.9%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.8%	Up from 11.3%	16.5%	14.1%
Older than usual for grade	6.0%	Down from 8.7%	9.4%	4.9%
Suspended or expelled	0.7%	Down from 2.7%	1.6%	1.3%
Annual dropout rate	0.5%	Up from 0.0%	0.0%	0.0%

Teachers (n= 21)				
Teachers with advanced degrees	33.3%	Down from 40.9%	46.7%	47.1%
Continuing contract teachers	66.7%	Down from 72.7%	75.6%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.4%	Up from 78.7%	78.3%	84.3%
Teacher attendance rate	94.6%	Up from 94.0%	94.6%	95.0%
Average teacher salary	\$39,545	Up 7.8%	\$38,478	\$39,924
Prof. development days/teacher	12.9 days	Down from 13.8 days	11.3 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio	24.4 to 1	Down from 26.1 to 1	18.9 to 1	21.0 to 1
Prime instructional time	89.6%	Up from 89.5%	86.8%	88.9%
Dollars spent per pupil*	\$6,799	Up 12.3%	\$6,596	\$5,854
Percent spent on teacher salaries*	44.3%	Down from 53.3%	58.9%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	81.8%	Down from 91.3%	84.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

St. Stephen Middle School is a small, family-oriented, richly historic, multicultural school community. Our school's mission is to EQUIP EACH STUDENT with the necessary skills to meet the demands of a changing society and produce responsible, contributing citizens!

2002-2003 was a great year for St. Stephen Middle School. Much was accomplished through the efforts of our school staff, parents, students, and our Comer School Planning and Management Team (School Improvement Council). Some of our 2002-2003 accomplishments and programs include:

Received the Silver Award from the S.C. State Department of Education based on improved student P.A.C.T. Scores;

Realized completion of new school construction and remodeling of old facilities;

Placed in several categories in the SC Technology Showcase;

Full implementation and activation of our Comer Model School Planning and Management Team;

Exemplary "Soar to Success" Reading and "Accelerated Reader" programs;

"Go for the Gold" student academic performance incentive program;

Successful after-school programs -Community in Schools and A-Star programs;

Dramatic increase in the number of nationally board certified teachers;

BCSD Lieutenant Governor Essay Contest 3rd Place Winner: Quenisha Sparkes

S.C. Academy of Science MESAS grand state winner: Jasmine Mack

BCSD Spelling Bee Finalist: Ralph Prioleau

In order to improve the achievement levels of our students during the 2002-2003 school year, we will focus on the following school renewal goals: continued emphasis on research-based instructional teaching strategies; student academic performance incentive programs; Accelerated Reader and SOAR to Success reading programs; study skills, implementation of our Comer Model Parent Team; college and career exploration; parent/community volunteer program, family literacy course offerings, and after-school programs.

Cleve S.

Hawkins, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.